**HAWAI‘I PACIFIC UNIVERSITY**

**HISTORY 1558, SECTION 7A, LIVING HISTORY OF HAWAI‘I**

**SPRING 2017 – May 14 – July 1, 2018**

**Instructor**: Dr. Kuuleilani Reyes, PhD

**E-mail Address**: [kuuleila@hawaii.edu](mailto:kuuleila@hawaii.edu) or e-mail through Blackboard

**Meeting Times**: Wednesdays 5:30 – 9:30pm at Pearl Harbor

**Course Description**: This course traces the history of the Hawaiian Islands from the first Polynesian settlements to the establishment of the territory of Hawai‘i in 1900. It focuses on the era from the arrival of the first Westerners in 1778 to the overthrow of the monarchy in 1893 and includes perspectives from Native Hawaiians and others. A key theme of the course will be the interaction between Native Hawaiians and others. This course includes experiential learning in the form of heritage site visits.

**Course Methodology and Teaching Format**: This course examines Hawaiian history from a chronological and thematic perspective. In addition to using historical methodology, the course incorporates. In terms of format, the course is based around lectures supplemented by visits to heritage sites and online class discussions. This is a hybrid course, which includes class meetings and online discussions.

**General Education Program Curriculum Area**: Hawai‘i and the Pacific

This curriculum area provides multidisciplinary courses and is required for all HPU students (including transfer students with an Associate in Arts or Associate in Science Degree). Courses in this curriculum area are designed to deepen student awareness of the unique place in which they have chosen to live and study. Multidisciplinary courses analyze historical developments, science, politics, values, art, geography, music, religion, and cultural practices within Hawai‘i and across the Pacific.

**Hawai‘i and the Pacific Student Learning Outcomes**:

1. Aesthetic Appreciation and Expression – Students will engage in creative practices to interpret creative works and express ideas through the arts.
2. Historical & Conceptual Perspectives – Students will investigate the major concepts, ideologies, and movements that have molded the development of human societies to interpret the temporal framework of contemporary society.
3. Sustainability - Through a multidisciplinary perspective and applied, experiential learning opportunities, students will examine the interconnections and interdependency of ecological, social-cultural, and economic systems, and explain how the dynamics of these systems impact nature, human communities and cultures.
4. Civic Engagement – Students will identify best practices in civic engagement, and engage in efforts to constructively influence the public good.

**Related HPU Institutional Learning Outcomes**:

**Critical Thinking** – Students will identify and explain issues, analyze evidence, assess assumptions, define their own perspectives and positions, and present the implications and consequences of their conclusions

**Written Communication** – Students will organize their thoughts and feelings, synthesize relevant information and concepts, and effectively, clearly, and persuasively communicate their perspectives through written language.

**History Program Student Learning Outcomes**:

This course addresses the following History Program Student Learning Outcomes:

(1) Place historical questions and issues of enduring importance within their chronological and geographical contexts.

(2) Gain an historical understanding of cultures and regions of the world across time.

(3) Demonstrate critical analytic and reasoning skills.

(4) Effectively and clearly communicate historical ideas both orally and in writing.

**Additional Student Learning Outcomes**:

By the end of this course, students will be able to:

1. Assess the transformation of Hawaiian society brought on by the arrival of Western civilization.
2. Evaluate key themes, figures, and events in Hawaiian history.
3. Interpret historical evidence in the form of oral and, in particular, written analysis.
4. Foster a culture of civic and social responsibility.

**Required Readings**:

Books:

Coffman, T. (2016). *Nation Within: The history of the American occupation of Hawaiʻi.* (Revised Ed.).Duke University.

Daws, G. (1968). Shoal of Time: A history of the Hawaiian Islands. University of Hawaii Press.

Dukas, N.B. (2016). *A Military History of Sovereign Hawaiʻi*. Honolulu, HI: Mutual Publishing.

Supplemental readings are available through Blackboard and class wikisite.

**Books are available at the HPU Bookstore at the campus where this course is offered (Downtown or Hawaii Loa) and online (all campuses) at** [**www.hpu.bncollege.com**](http://www.hpu.bncollege.com)**. Rentals and eBooks are available for many of the course materials. You can contact the HPU Bookstore at 808.544.0290 if you have any questions.**

**Preparation for Tests, Class and Online discussions**: Utilize course lectures and readings.

**Course Requirements, Assignments and Assessments**:

|  |  |
| --- | --- |
| Heritage Sites Papers – 1 item | 20% |
| Video Reflection Papers – 2 items | 20% |
| Tests – 4 items | 25% |
| Online Discussions – 5 items | 15% |
| Final Exam | 20% |

**Grading Policy**:

|  |  |  |  |
| --- | --- | --- | --- |
| A = 100%-93%  A - = 92%-90% | B+ = 89%-87%  B = 86%-83%  B- = 82%-80% | C+ = 79%-77%  C = 76%-73%  C- = 72%-70% | D+ = 69%-67%  D = 66%-60%  F = Less than 60% |

**Evaluation and Feedback**:

Work will be graded based on mastery of course content, specifically knowledge of Hawaiian history, and the ability to present historical evidence and arguments in a clear and coherent manner.

All written work due before the last day of instruction will receive feedback and recommendations for improvement and will be returned to students in a timely manner.

**Attendance and Make-up Policy**:

Students are strongly encouraged to come to all class sessions.

To complete any type of make-up work for this class, including make-up writing assignments, make-up exams, or attendance issues, email me at [kuuleila@hawaii.edu](mailto:kuuleila@hawaii.edu).

A request for authorization to do make-up work must include the following:

1. The day or days you will be or were absent.

2. A specific explanation for the absence. Valid reasons for an absence are illness, an emergency beyond your control, or a university-sanctioned activity.

3. A request to do make-up work.

No make-up work will be allowed without a written request via email.

All requests will be reviewed. If you provide a valid reason for your absence/s, I will assign a make-up exam or make-up work. Only requests clearly meeting the above criteria will be validated and approved.

No late work will be accepted for full credit unless it meets the requirements described above.

If the requirements described above are not met, however, late work can possibly be submitted for partial credit. In all cases, students must discuss their situations with the instructor to determine if late work will be accepted for partial credit.

Penalties for late work are significant and will result in a reduction of at least one-letter grade for each calendar day that work is turned in late.

Incompletes: Incomplete course grades are only given if there is a significant emergency beyond a student’s control at the end of the semester. A written request for an incomplete grade, accompanied by relevant documentation, must be made and given to the instructor.

Requests for an incomplete grade will not be accepted after the final exam for the course has taken place.

**Classroom Decorum**: All students are to behave in a respectful manner during class towards both the professor and other students. Students should respect the views of others. While questions concerning course material, such as lectures, are always encouraged, please refrain from unnecessary conversation during lectures and class discussion.

Students are also expected to remain in class for the duration of the class period unless they must leave to use the restroom or have an emergency. If you need to leave early for any other reason, let me know ahead of time and leave in a discrete manner.

Students should turn cell phone ringers off in class. In addition, students should not be on the internet during class.

**Heritage Sites Paper**:

* One heritage site visits are required for this course. At least ONE must be from a non-U.S. military site. Choose from the list on our class wikisite at <https://livinghistoryhi.wikispaces.com/Heritage+Sites> or select another one. Inform the instructor of your selections.
* Write a paper on each of your selected heritage sites.
  + Between 2 – 3 pages long, double-sided, 12-point Times font, 1” margins on all 4 sides
  + Describe historical, cultural, and social significance of the heritage site.
  + Why is this site significant today? Why should this site be preserved and visited?
  + Include your thoughts, feelings, previous knowledge, and class readings.
  + Include photos and handouts (if applicable), which can be scanned and uploaded to your document.
  + Save document in word format but **NOT pdf**, so I can insert comments and grade.
  + Upload documents via Blackboard message. **Due July 1st.**

**Video Reflection Papers**

* Write two reflection papers on each of your two selected videos.
* Between 2 – 3 pages long, double-sided, 12-point Times font, 1” margins on all 4 sides
* Include your thoughts, feelings, previous knowledge, and class readings.
* Save document in word format but **NOT pdf**, so I can insert comments and grade.
* Upload documents via Blackboard message. **Due July 1st.**

**Final Exam – June 27th**

**List of HPU FREE Resources for Academic Success:**

HPU students have access to a comprehensive list of *free* services. For the most up-to-date information please view our website: [www.hpu.edu](http://www.hpu.edu) and click on “Student Life” then “Student Services.” A few critical services are highlighted below. Please view their websites for services, locations, and hours of availability.

* Center for Academic Success: [http://www.hpu.edu/StudentServices/CAS/Tutoring/](http://www.hpu.edu/StudentServices/CAS/Tutoring/index.html)
* Smart Thinking Online Tutoring: <http://www.hpu.edu/StudentServices/CAS/Tutoring/OnlineTutoring.html>
* Counseling and Behavioral Health Services: <http://www.hpu.edu/Counseling_Behavioral_Health/>
* Academic Advising: <http://www.hpu.edu/StudentServices/AcademicAdvising/>
* Career Services: <http://www.hpu.edu/CareerServices/>
* Libraries: <http://www.hpu.edu/Libraries_HPU/Webpages/>
* International Student Services: <http://www.hpu.edu/International_Student/Current_Student/index.html>
* Student Handbook: <http://www.hpu.edu/Studentlife/student-handbook.pdf>
* HPU Technical Support: (808) 566-2411 or email: [helpdesk@hpu.edu](mailto:helpdesk@hpu.edu)

**ADA Accommodations:**

Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), Tile III (Public Accommodations) and Title V (Employment) and the Hawaii Fair Employment Practice Law, Hawai'i Pacific University does not discriminate against individuals with disabilities.  Hawai'i Pacific University will make reasonable accommodations in its policies, practices, and procedures in order to: (1) allow students with disabilities to benefit from the services and facilities offered by the University, and (2) employ otherwise qualified individuals with disabilities who are able to do the essential tasks of the specific jobs.  HPU will accommodate known disabilities, unless to do so would impose an undue hardship.  This is interpreted to mean significant difficulty (fundamentally altering the nature of the services and facilities provided by the University) or expense.  HPU has a designated Disability Resource Manager, Deneen Kawamoto, who is located at the downtown campus, 1060 Bishop St. (LB), Suite 602.  She can be reached by calling (808) 544-1197 or at [dkawamoto@hpu.edu](mailto:dkawamoto@hpu.edu). If you are a student with special needs, as addressed by the Americans with Disabilities Act, and need any course materials provided in an alternative format, please contact Deneen Kawamoto and notify your instructor immediately.  Reasonable efforts will be made to accommodate your special needs.

**HPU’s Academic Integrity and Plagiarism Statement:**

HPU’s Academic Integrity policy states that any act of academic dishonesty will incur a penalty up to and including expulsion from the University. A student, who cheats on an academic exercise, lends unauthorized assistance to others, or who hands in a completed assignment that is not his or her work will be sanctioned. The term “academic exercise” includes all forms of work submitted either electronically or on paper for points, grade, or credit. <http://www.hpu.edu/StudentServices/AcademicIntegrity/index.html>

**A copy of the policy is also attached at the end of the syllabus.**

**Incidents of cheating and plagiarism will be handled on a case by case basis following the Academic Integrity and Plagiarism Statement.**

**Students Right-to-Know Information:**

<http://www.hpu.edu/About_HPU/3-Student_Right-to-Know_Information.html>

NOTE: I will attempt to follow the guidelines outlined in this syllabus as closely as possible. However, I reserve the right to change the course from the guidelines outlined in this syllabus, for example the dates of class discussions, if circumstances require it.

**Class Schedule**

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| --- | --- |
| **May 2018** | |
| 16 | **Introduction**: Syllabus, Course Expectations, Calendar (Break)  **Unit 1** – Kumulipo, Origins of Life, Volcanos, Pele, and Voyaging   * Examine the Native Hawaiian perspective on the origins of life. * Analyze the various voyaging stories of Polynesians to Hawaiʻi. |
| 23 | **Test – Unit 1** **including map of the Hawaiian Islands & counties**  **Unit 2** – Hawaiian Governance – Hawaiian Kingdom   * Analyze the role of individuals, events, and ideas leading to the unification of the Hawaiian Kingdom. * Assess the changes initiated by Kamehameha I on Hawaiian society after unification. <https://uhlibs.lib.hawaii.edu/vwebv/holdingsInfo?bibId=4377684&sk=en_US> |
| 30 | **Test – Unit 2** **including map of Oʻahu**  **Unit 3** – Explorers and Missionaries   * Assess the impact of the abolition of the kapu system. * Compare and contrast Hawaiian perspectives on the legacy of James Cook in Hawaiʻi. * Assess the social and cultural changes resulting from missionary influence in Hawaiian society. |

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| --- | --- |
| **June 2018** | |
| 6 | **Test – Unit 3**  **Unit 4** - Plantations   * Explain the processes, ideas, and peoplesʻs roles involved in the transition from absolute monarchy to constitutional monarchy. * Analyze environmental changes that resulted from the plantation system. * Evaluate the legacy of changing land tenure on Hawaiians and others in Hawaiʻi. |
| 13 | **Test – Unit 4**  **Unit 5** – Overthrow and Annexation   * Examine the long-term causes and triggering events, people, and ideas behind the overthrow of the Hawaiian monarchy. * Analyze multiple perspectives on the overthrow of the Hawaiian monarchy and annexation. |
| 20 | **Test – Unit 5**  **Unit 6** – WWII, Hawaiian Renaissance, and the Contemporary   * Analyze the causes and sociopolitical impact of the Hawaiian Renaissance. * Examine the socioeconomic effects of the decline of agriculture, growth of the tourism industry, and continued military presence. |
| 27 | Final Exam – Cumulative  **Heritage Sites and Video Reflection Papers due July 1st midnight** |

**Course Assignment Check List**

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| --- | --- | --- |
| **Pau / Completed**  **15578-200.png** | **Assignments** | **Dates** |
|  | Test Unit 1 | May 23 |
|  | Online Discussion #1 |
|  | Test Unit 2 | May 30 |
|  | Online Discussion #2 |
|  | Test Unit 3 | June 6 |
|  | Online Discussion #3 |
|  | Test Unit 4 | June 13 |
|  | Online Discussion #4 |
|  | Test Unit 5 | June 20 |
|  | Online Discussion #5 |
|  | Final Exam | June 27 |
|  | Heritage Site Paper | July 1 |
|  | Video Reflection Paper #1 | July 1 |
|  | Video Reflection Paper #2 | July 1 |

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**Academic Integrity Policy**

**The University’s policies and procedures regarding Academic Honesty are published for your review and information.**

**Please read them carefully.**

**I.**

It is Hawai‘i Pacific University’s policy that any act of academic dishonesty will incur a penalty up to and including expulsion from the University. Any student who cheats on an academic exercise, lends unauthorized assistance to others or who hands in a completed assignment that is not his or her work will be sanctioned. The term academic exercise includes all forms of work submitted either electronically or on paper for points, grade or credit.

**Definitions**

**General Statement**

**II.**

Academic Dishonesty involves the following:

**A. Cheating**

1. The intentional use of or attempted use of unauthorized assistance, materials, information and/or study aids in c completing an academic exercise.

2. The act of collaborating and working together on any academic exercise without the approval of the instructor, producing an exercise which is similar in content

and form, so as to create doubt as to whether the work was truly the product of individualized effort.

3. Examples of cheating include but are not limited to:

a. Giving or receiving unauthorized assistance during examinations.

b. Submitting an assignment that is so similar in appearance, content and form to an assignment submitted by another person that it could not have been

Independently produced.

**B. Plagiarism**

1. The use or reproduction of ideas, words or statements of another as one’s own without proper acknowledgement or citation.

2. Examples of plagiarism include but are not limited to:

a. Using verbatim or paraphrased text without proper citation.

b. Paraphrasing so as to mislead the reader regarding the source.

c. Submitting, without permission, the same written or oral material in more than one course.

d. Obtaining research or laboratory data from another individual or source but presenting it as one’s own.

**C. Facilitating Academic Dishonesty**

This is defined as intentionally or knowingly helping or attempting to help another to commit an act or acts of academic dishonesty as defined in this policy. Those who help others to commit acts of academic dishonesty are in violation of the Code of Student Conduct, 11.ff, and may be subject to the penalties described in that section of the Student Handbook

**D. Fabrication**

1. The intentional or unauthorized falsifying or inventing of any information or citation in an academic exercise or University document.

2. Examples of fabrication include but are not limited to:

a. Falsifying data or signatures of an official University document (e.g. registration form, college record, and/or transcript).

b. Misrepresenting a fact in order to obtain a course exemption, waiver, or withdrawal.

**III. Procedures for Academic Dishonesty**

**A. Instructor Action**

Incidents of academic dishonesty substantiated by evidence may be dealt with by the instructor in any number of ways. Suggested penalties are:1. Require the student to redo the exercise or do a new exercise as a condition for continuing in the course or avoiding one of the other penalties below.

2. Give the student an “F” or a “0” for the exercise and permit it to be redone with or without a penalty at the instructor’s discretion. For example, the grade on the

new exercise could replace the “F” or “0”, or it could be averaged with it, or lowered by one letter grade.

3. Give the student an “F” or a “0” for the exercise and not permit it to be redone. A Report of Academic Dishonesty must be submitted to the appropriate academic Dean in any instance in which academic dishonesty is alleged. The report should detail the dishonest act and the penalty assigned. If the student disagrees with the instructor’s decision, the student may make a written appeal to the appropriate academic Dean in accordance with this policy.

Lower the course grade or assign a course grade of “F”.

**B. Academic Dishonesty Reports**

**IV. Time Line for Academic Dishonesty Incidents**

**A. Instructor Action**

The Report of Academic Dishonesty should be submitted to the academic Dean within 5 working days of discovery of the incident.

**B. Appropriate Dean Action**

The academic Dean will review the instructor's Report of Academic Dishonesty and forward it to the Office of the Dean of Students within 5 working days. The Assistant Dean of Students will tell the academic Dean if the student is or is not a repeat offender within another 3 working days.

**C. Office of the Provost Action**

In all student appeals, the Provost has 10 working days to decide on the appropriate penalty or to convene the Academic Conduct Review Board.

**D. Academic Conduct Review Board Action**

Within 10 working days of notification of convening, Board members, as identified in the "Student Handbook," will meet with the offending student and conduct a hearing to decide on an outcome regarding the student's appeal. Results of the Board recommendation will be made to the Provost for consideration and final determination of the penalty with 10 working days of receiving the Board's report. The Provost will notify the student, concerned Dean and instructor of the outcome. The Office of the Dean of Students maintains files and a confidential tracking system of all acts of academic dishonesty. The academic Dean will forward the Report of Academic Dishonesty to the Assistant Dean of Students. The Assistant Dean of Students will notify the academic Dean if the student is a repeat offender. If a student has violated the Academic Integrity Policy in the past, the Dean or his or her designee will invite the student to be interviewed within 5 working days. If the student cannot meet in this time period, the Dean or his or her designee may proceed to the next step immediately or choose to make a reasonable delay to accommodate the student. If the Dean decides to take punitive action beyond that recommended by the instructor, the Dean or his or her designee will decide on appropriate action and inform the student within an additional 10 working days. If the student refuses to be interviewed without a verifiable reason (e.g., a documented medical emergency), then this will be noted in all future correspondence regarding the case. If the student is unsatisfied with the response and wishes to request a hearing, the student's request must be in writing and must be filed with the Office of the Provost within 10 working days of receiving the academic Dean's response. The student who has violated the academic integrity policy for the first time may appeal the instructor's decision to the appropriate academic Dean. The appeal letter and any supporting documentation submitted by the student will be forwarded by the Dean or his or her designee t to the instructor within 5 working days, with a request for a response to be submitted no more than 5 working days later. When the instructor's response is returned, the Dean or his or her designee will send a letter to the student and instructor within 5 working days indicating his or her findings and recommendations. If the student is unsatisfied with the response and wishes to request a hearing, the student's request must be in writing and must be filed with the Office of the Provost within 10 working days of receiving the academic Dean's response. The instructor may also appeal the recommendation of the Dean to the Office of the Provost within 10 working days. Procedures for students with academic grievances involving issues other than academic dishonesty can be found in the Student Handbook under Academic Grievance Procedures for Students (www.hpu.edu/Studentlife/student-handbook.pdf). The Student Handbook states that grievances typically involve "allegations of unfair treatment in coursework or other academic concerns."